



Overview

This unit is appropriate for you if your role involves:

- carrying out an initial assessment of learning aims and needs with learners
- helping individuals to identify their personal goals and learning objectives
- helping learners to choose an appropriate learning programme

The activities you are likely to be involved in include:

- holding interviews with learners in the early planning stages
- carrying out an initial in-depth assessment with learners of their past experiences and achievements
- looking at personal circumstances and resources that are relevant to their learning needs
- reviewing possible learning programmes and their consequences for learners
- giving learners information about learning programmes and relevant qualifications
- looking at what learners already need to know to take part in learning programmes, how you will deliver the programmes, and other areas of learning

What the unit covers:

- 1 reviewing learning and development achievements and opportunities
- 2 identifying and agreeing learning aims and programmes



Element L3.1: Review learning and development achievements and opportunities

Performance criteria

You must be able to do the following:

- a Review current and past achievements with the learner.
- b Give individuals suitable materials and facilities to help them identify their learning requirements.
- c Work out the individual's preferred learning styles using appropriate processes.
- d Use appropriate types of initial assessments that help learners to make a realistic judgement of their achievements and future learning needs.
- e Encourage individuals to ask questions and express their views on their learning needs.
- f Give learners constructive feedback on their expectations and the opportunities available to them for development.

Element L3.2: Identify and agree learning aims and programmes

Performance criteria

You must be able to do the following:

- a Give learners relevant information in a way which helps them to make an informed choice about their needs.
- b Confirm the learner's needs and expectations.
- c Review alternative learning and development programmes and learners' needs.
- d Help learners to choose an appropriate programme and identify their learning priorities to succeed in that programme.
- e Refer learners to other sources if they need more information.
- f Identify the resources available within the organisation for delivering learning and development needs.
- g Refer learners to other organisations if your own learning and development programme cannot meet their needs.
- h Plan a suitable learning programme that promotes the individual's ability to learn and succeed.
- i Make a record of any outcomes and of action you or the learner have agreed to take.



Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of your systems and processes.

You need to be able to show that you have general knowledge and understanding of the following:

The nature and role of learning aims

- 1 how to choose and use appropriate types of initial assessment
- 2 how to introduce, promote and negotiate learning programmes with learners
- 3 how to identify information that is relevant to planning what action needs to be taken
- 4 how to identify relevant and valid evidence of achievement and competence
- 5 how to identify individual learning needs
- 6 how to identify things that could influence which learning programmes learners choose
- 7 how to identify and review different learning styles
- 8 how to use processes for planning action
- 9 how to design learning programmes

Principles and concepts

- 10 how to identify issues of equal opportunities and practices that do not discriminate against other people in promoting individual learning
- 11 how to use appropriate interviewing and questioning techniques
- 12 how to identify and prepare for the types of information learners are likely to need
- 13 how to use developments in technology and e-learning in the process of identifying the competence and needs of learners
- 14 how to put learners at their ease
- 15 how to put information for individual learners in an order they can use
- 16 how to decide whether the language you will be using is appropriate for individual learners
- 17 how to find out the views of learners
- 18 how to give constructive feedback that meets the needs of the learners
- 19 how to apply the organisation's policy on confidentiality and data protection
- 20 how to record and store information
- 21 how to identify the information other people need to take the action plan forward
- 22 how to identify and set out the learning opportunities that are available

External factors influencing learning programmes

- 23 how to evaluate developments in education, training and qualifications which have a direct effect on the design of learning
- 24 how to identify the external influences on putting learning and development policies into practice, including economic, social and political
- 25 how to analyse and use developments in learning and new ways of delivery, including technology-based assessment and e-learning support